

The “Governance” Model In Brief

1. Every kind of board (community, elected, appointed, public, nonprofit, private, church, school, library) works towards the goal of spending most of their time at the leadership level, in partnership with the director or manager of their organization. They find legal and ethical ways to move away from being stuck at their own task and management levels. The world is changing faster all the time, and every board needs to spend more and more of their time thinking about the future.
2. The day-to-day management of the library is the business of the director and the staff, not the board. The board does not interfere with the duties of the staff and the other task and management levels of the organization. They evaluate the library's or organization's progress and operations based on written goals and evaluation criteria that are set with the director as part of the strategic plan for the organization. This system protects the library, the board, the director, the staff and the community, because the criteria are public and evidence-based. This eliminates “management by personality.”
3. There needs to be legal and ethical means for the staff of the library to provide feedback regarding the behavior of the director, i.e., a legal grievance process.
4. The director also needs to spend more time addressing the future. This means building a paid and volunteer staff for the organization, no matter how small or poor or “important” the community.

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Who Makes A Successful Board Member?

I. (The Board Leader) president/committee chair/community leader

1. I have the ability to influence people in a positive manner to follow my lead.
2. I believe that almost any problem can be solved.
3. I am usually the last person in the room to run out of ideas.
4. I think about the future most of the time.

II. (The Board Manager) treasurer/secretary

1. I am very good with numbers, and I like math and finance.
2. I like details and will spend the time to get something right.
3. I like to keep to a budget and deadlines.
4. I have good verbal and written communication skills.

III. (The Board Technical Expert) executive/legal/technical

1. I know the technical aspects of my area of expertise inside out.
2. I know how to analyze the benefits and costs of other products/services.
3. I am willing to consider and test new ideas.
4. I understand the difference between perfection and practicality.

IV. (The Board Salesperson) Recruitment/fundraising/community interaction

1. I can leave a meeting with a check that clears the bank.
2. I like people.
3. People perceive me as honest and likable.
4. I generally get what I want from other people without threatening or blaming.

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Who Makes A Successful Board Member?

V. Adapted with permission from James LaRue, Douglas County Library District

1. You seek advice of the people you serve.
2. You seek the advice of the people who administer your policies.
3. You take advice and act on it.
4. You make your case in plain terms to staff and public.
5. You take complaints seriously.
6. You admit mistakes, quickly and publicly.
7. You focus on customer convenience.
8. You focus on productivity, principles, and good judgment, rather than process and policy.
9. You say hello to everybody, all the time.
10. You smile at board members, staff, and the public with good will.

VI. Tools for Public Boards - Adapted from the policies of Corning Glass

1. You behave as if your words and actions will always be reported in the media.
2. You elicit the best from everyone you meet.
3. You add to productivity and lower the cost of doing business.
4. You behave so that the people you love will be proud of you.
5. You take the high road, forget personal differences, and earn the public trust.
6. You follow the letter and the spirit of the law in word and deed.

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The Organizational Map

Leadership level:
(Vision, risk, influence, character)
Create change.

Change, creation, external collaboration with other decision-makers, marketing, command decisions, investment, sales. Mentors. The mission. The biggest picture. Long-range planning (more than two years out). Risk and the future. The telescope. The principles. Where are we going, and Why? The heart and brain. (Danger: Out of touch with reality and people.) *Watch out for loose cannons and elitists!*

Managerial level:
(Communicate, coordinate, translate)
Defend against change.

Organize people, ideas, and projects. Coaches. Supervise. “Wait a minute.” The bigger picture. The camera. Systems, rules, policies, structures. Budgets, schedules, department-level problem-solving. Resource allocation. Costs. Elicit the best from people. The goals and strategies. Meetings and committees. Focus on maintaining order. What? Voice and skeleton. (Danger: The rules become the goals.) *Watch out for bureaucrats, list-makers and micromanagers!*

Task level:
(Professional, technical, clerical, support)
React to change.

Details, autonomy, right in front of me. Teaches. Short time horizon. Focus on the present. The tactics. The eyes, ears, and hands. The microscope. Feedback. The reality check. Procedures. How? Interaction with customers and partners. (Danger: The only “real work”.) *Watch out for perfectionists and lurkers.*

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Board, Leadership and Staff Roles

The Governance Model

The Board	The Library
<p>Board Leadership</p> <p>Risk and the Future Politics and Influence Mission and Vision Strategic planning: + two years Where are we going and why Partner with library director</p>	<p>Director</p> <p>Risk and the Future Politics and Influence Mission and Vision Strategic planning: + two years Where are we going and why Partner with board</p>
<p>Board Management</p> <p>Budget approval Director hiring and evaluation Policy approval Committees and meetings Community relations Board projects and by-laws Board goals and strategies</p>	<p>Admin/Staff Mgt</p> <p>Coach and evaluate staff Organize departments Plan and evaluate projects Create budgets and policies Listen to staff and community Communicate and translate Library goals and strategies</p>
<p>Tasks</p> <p>Active meeting attendance Minutes and legal details Sign checks (as appropriate) Recruitment and training Research and assignments How the board runs itself</p>	<p>Tasks (Examples)</p> <p>Cataloging/ Janitorial YA programs/Tech services Shelving/Reference Literacy/Bookmobile Children's Dept./Web services How the library runs</p>

Remember Your Community!!!!

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The Five-Minute Strategic Plan

Marketing? <i>Awareness</i>	Gather information from community, institutions, professional sources, staff and library users and non-users.
Vision? <i>Institution or community's future: Where are you going, and why?</i>	Create a vision of a better tomorrow: What is the external strategic vision?
Mission? <i>Library's future: Why? Where are you going, and why?</i>	What will the library do to make the vision happen?
Goals? <i>Measures of success: What?</i>	If you are successful, your goals will be achieved. How do you measure success?
Strategies? <i>Paths to success: What?</i>	What are the plans to meet the goals?
Accountability? <i>Who?</i>	Who is going to be responsible for doing the work?
Benchmarks? <i>When?</i>	What are the deadlines for getting the work done?
Budgets? <i>How much?</i>	Resources are needed to get the work done: How much?
The tactics? <i>Tasks: How?</i>	The assignments, the activities, the procedures, the actions and the details of how you will get accomplish the strategies.
Marketing? <i>Did we do it?</i>	Did you accomplish the vision? Or, did you get so caught up in mission, goals, strategies, and tactics that you forgot?

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Ethics and Freedom: A Cheat Sheet

1. Ethics is the study of moral issues: good and evil, right and wrong. It requires a heart and a brain: evidence (science) and wisdom (history).
2. Good people can and do disagree; the challenge is how we live together well.
3. Organized religion=Politics=Power=War at the time of the Founders of the United States: a slippery slope.
4. The Rule of Law:
 - a. The procedure of the creation of the law was known: Governance
 - i. Who makes decisions
 - ii. What decisions are made
 - iii. How decisions are made
 - iv. The process is Accessible and Ordinary.
 - b. The law is known: Accessible and Ordinary.
 - c. The law applies to everyone equally.
 - d. The law is rational and reasonable: the Common Sense test.
 - e. It is designed to limit the powers of the state or elite against citizens.
 - i. The elite are not the source of law: "The King."
 - ii. The elite should not benefit: "The In-group."
5. Contracts are written agreements.
6. The Constitution and the Bill of Rights are contracts.
7. In a republic that is founded on democratic process, the people vote for representatives. The representatives make laws at the will of the people and serve at the pleasure of the people.
8. The republic can become a oligarchy; the democracy can become a mob.
9. Sometimes the representatives are wrong, sometimes the people are wrong, sometimes everyone is wrong.
10. Checks and balances keep the sloppy mess in order.
11. The spirit of the law should be obeyed as is the letter of the law.
12. Smugness and self-righteousness are addictive and justify incivility.
13. We have exactly the local government we deserve.
14. Ethical behavior in politics can be about NOT doing something, even when we can.

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Random ideas about freedom and libraries

There were no publicly funded “public libraries” or “public schools” at the time the Bill of Rights was written.

Truth is not a democracy.

A fact is not always the same as what you think, feel or have experienced in your life. Anecdotal evidence only goes so far.

Looking for those examples only that agree with your point of view is not an honest or accurate way to conduct research. It is called verification, and it has limited uses as a way of finding the truth.

Libraries choose out of simple necessity, within the limits of budget, space, personnel and other finite resources; that is not the same as censorship.

A library filled with books that everyone could agree on would have about ten books.

The dark side of judgment is prejudice.

In twenty years, we will look back on these times and wonder how we could have all been so silly.

We will know how to handle the Internet in 50 years. This is the same thing that happened when the printed book came on the scene to challenge the supremacy of the hand-written manuscript.

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Governance Issues – Some questions

1. What is the decision that has to be made?
 - a. What problem(s) are being addressed?
 - b. What are the criteria for success?
 - c. When and how will success be evaluated?
 - d. How will this be communicated (in a timely fashion)?
2. Who makes the decision?
 - a. By whose authority?
 - b. How is the “who” communicated to the people affected?
3. How will the decision be made?
 - a. Who has input?
 - b. Who will be affected?
 - c. Who will pay for it?
 - d. Who will implement it?
 - e. Who is responsible?
 - f. What facts need to be verified?
4. What decision-making model will be used?
 - a. Vote?
 - b. Consensus?
 - c. Arbitration?
 - d. Mediation?
 - e. Facilitation?
5. How will all of this be communicated?
 - a. By when does the decision have to be made?
 - b. What resources will need to be allocated?
 - c. How can this decision be modified?
 - d. How will this be communicated?

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Sample Guidelines for Meetings

For these to work, they need to be created and agreed upon by the group, there needs to be agreed upon consequences if they are not adhered to, and they need to be revisited at each formal meeting.

1. Full attention and participation. Do not bring other work. Refrain from side conversation about private business during the formal meeting. Show up to work actively. Speak up in the room, so you can keep quiet afterwards.
2. No war stories/no “day in court.” Stay concise. Keep in the present moment; speak only to the current issue on the table. Stay in the workplace mentality; this group is not your family or therapy. Speak only to add new information; do not repeat other people's positions, and do not repeat information you have already presented.
3. Share the time. Everyone has to have an equal share of discussion time in order for the group to succeed. Make it a point to ask other people for their opinions. Use “polling” and “straw polls” as ways of eliciting information from others. If you are a talker, give others explicit permission to interrupt you and move on. Stay disciplined so that they rarely have to remind you to be quiet.
4. Stay productive. Work for a better future. Ask yourself if what you are about to say elicits the best from others and if it is a contribution that benefits the library. Your nonverbal demeanor should be easy to interpret as indicating that you are listening respectfully. If you disagree strongly with someone, say, “I disagree strongly.” Ask for more information and clarification. There is never an excuse for yelling, pouting, heaved martyred sighs, whispered criticisms, violating confidences, or other emotionally intimidating behaviors. Ask for what you want in such a way as to make it easy as possible for the other person to say yes.
5. Speak for only yourself during the meeting. Say “I”, not “we or they”. Do not answer for other people. Do not attempt to represent the opinions of others. Ask that complaints outside the group be presented in writing - no hearsay!

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Advocacy Cheat Sheet

1. Advocacy is what you do, every day.
2. You look like an advocate: Wear a badge identifying your relationship with the library, every day.
3. You sound like an advocate: You practice saying the facts and figures out loud, and still keep a crib sheet in your pocket or purse.
4. You behave like an advocate: You speak for the library in the context of the better future of the community and state you serve.
5. You build sustainable relationships with everyone.
6. You build the well before you are thirsty: You build relationships before you need them.
7. You thank people for speaking up, even when you don't like what they say.
8. You are gracious in victory.
9. You are gracious in defeat.
10. You stay good-humored and positive, even when being positive seems unrealistic.
11. You ask more questions and listen more than you speak.
12. You recruit more advocates all the time, especially in good times.
13. You overcome feeling shy by focusing on the bigger picture.
14. You keep your message consistent with other advocates.
15. You volunteer to attend meetings to be a library presence.
16. You learn the selling points of each person, before you speak.
17. You assume positive attention and avoid benign contempt.
18. You behave with honor and courtesy in public and private.

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Conventional wisdom says you win elections by:

1. Identifying the “undecided” and convincing them, rather than trying to change the minds of the opposition.
2. Focusing on convincing the people who count.
3. Putting most of your efforts into identifying supporters and physically getting them to the polls: “election day” team for calls, rides, etc.
4. Collecting statistics of recent elections to determine whom you need to win over and how many are needed to win the election.
5. Creating alternative plan in case you lose.
6. Emphasizing strong code of ethics and excellent behavior towards everyone. Being positive and above reproach. Putting aside old feuds. Balancing mission statement of team between “winning” versus maintaining and building relationships with neighbors. Does no good to win the battle and hurt the community with an ugly war.
7. Setting very specific goals and plans of action. Setting individual goals on “sales calls” and “successful sales” per week.
8. Picking specific spokesperson to deal with media, public criticisms, etc.
9. Focusing early on recruiting key public people from several camps to endorse your side’s vote.
10. Broadening base of support. Calling everybody for support—identifying networks and communities.
11. Dividing up duties so that people do not burn out.
12. Practicing the answers to difficult questions.
13. Preparing simple materials that can be easily used by the media.

*Treat your community as well today as
if you were asking them for more money tomorrow.*

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Thanks to Susan Hartman, MLS, for confirming the current bibliographic information and creating this document for this class.

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